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WHAT IS TRANSLATION?

1. (Catford, 1965) **Translation** is the **replacement** of textual material in one language (**SL**) by **equivalent** textual material in anoher language (**TL**).

- As a process, translation is always uni-directional: from SL into TL.

- The central issue of translation is finding TL equivalents.

- In normal conditions, it is not the entirety of a SL text which is replaced by TL equivalents.

- There may be simple replacement of SL by non-equivalent TL. For example, TL graphological form is by no means a translation equivalent of the SL graphological form.

- There may be no replacement at all, but simple transference of SL material into the TL text.

2. (Newmark, 1988) **Translation** is **rendering** the meaning of a text into another language in the way that the author intended the text.

- In many text types (legal, administrative, local, cultural), the temptation is to transfer as many SL words to the TL as possible. However, the translation cannot simply reproduce the original.

- There are many tensions in translation: sound & sense - emphasis & naturalness - concision & accuracy semantics & pragmatics - the figurative & the literal ...

- There are many opposing forces to pull the translation activity in opposite directions: SL/TL relationship, culture, setting, norms...

3. (Jakobson, 1959/2000) [according to the theoretical framework of semiotics]

INTRALINGUAL translation (Rewording): interpretation of verbal signs by means of other signs of the same language

Ex:

INTERLINGUAL translation (Translation Proper): interpretation of verbal signs by means of other signs of other languages

Ex:

INTERSEMIOTIC translation (Transmutation): interpretation of verbal signs by means of signs of non-verbal sign systems

Ex:

4. (Tuan, 2009) Translation is a mapping f from the source set S to the target set T f: ST, in which each sign ss $\in$ S is translated as ST ET.

- If ST: V (i.e. S & T are the same set of verbal signs)

→ intralingual translation

- If S: VT: V (i.e. S & T are different sets of verbal signs)

→ interlingual translation

- If S: V (verbal signs) & T: NV (non-verbal signs) If S: NV (non-verbal signs) & T: V (verbal signs)

→ intersemiotic translation

5. Translation is...

... the act of transferring through which the content of a text is transferred from SL to TL (Foster, 1958)

... an equivalent of thought that lies behind its different verbal expressions (Savory, 1969)

... a bilingual mediated process of communication which ordinarily aims at the production of a TL text that is functionally equivalent to a SL text (Finlay, 1971)

... a transfer process, which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, semantic, and pragmatic understanding and analytical processing of SL (Wilss, 1982)

... reproducing in the receptor language the closest natural equivalent of the SL message in terms of meaning and style (Nida, 1984)

... the most intimate act of reading; otherwise, the translator cannot surrender to the text & respond to the special call of the text (Spivak, 1992)

... an intelligent activity requiring creative problem-solving in novel, textual, social & cultural conditions (Robinson, 1997)

... a process whereby a message expressed in a specific SL is linguistically transformed in order to be understood by readers of the TL (Houbert, 1998)

... simultaneous decontextualization and recontextualization Translation is productive rather than reproductive (Tianmin, 2000)

... involving the process of decoding (≈ decontextualization) & encoding (≈ recontextualization) as follows (Weber, 2005):

TEXT SL → MEANING → $TEXT_{RL}$

decoding encoding

TRANSLATION: ART OR SCIENCE?

1. 02 branches of translation studies: (Holmes, 1979)

- PURE translation: portraying the phenomenon of translation & its relevant facets

- APPLIED translation: focusing on the application of translation theories (e.g. translation practice, teaching & learning of translation)

2. Translation = a cognitive science (beyond linguistics) (Toury, 1982)

3. Translation = a kind of (high) art (Chukovskii, 1984; Long, 1996)

4. Translation = a separate academic discipline which needs to draw on the theories of other related disciplines in order to develop its own methods (Baker, 1998)

5. Translation has a lot in common with both arts and sciences (Azizinezhad, 2004)

TRANSLATION COGNITIVE PROCESS

Perception, Comprehension & Production at the translation unit level (Darwish, 1999)

A translation unit = any manageable, short-term memory retainable stretch of text that yields meaning on syntactic, semantic & pragmatic levels (Darwish, 1998)

- VISUAL SENSORY PERCEPTION

Active reading - Reading for production

→ The reader (= translator) sees the text, reads it, comprehends its content & produces the TL version of the text.

- COMPREHENSION & PRODUCTION

- The time lag between C & P is determined by:

Translator's proficiency

Efficiency of his/her mental processes

Translatability of the SL text

- These processes are constrained by:

Legibility:

• the clarity of form & the way the text is physically presented

• affecting all readers, no matter what their reading purpose is

• determining the degree of accessibility to the information

• e.g.: paper size, typeface, font size, margin widths, line spacing (& other typographical features)

Readability:

• the clarity of the content

• e.g. number of syllables per word, sentence length, paragraph differentiation, textual complexity...

Reading material: Towards a theory of constraints in translation (Darwish, 1999).

-Internal translation process = Cognitive process consisting of several activities which (simultaneously) take place during the act of translating

-Translation cognitive process involves:

+Visual sensory perception

+Comprehension

+Analysis

+Processing

+Monitoring

+Production

CATEGORIZATION

1. in terms of the **LEVELS** of language in translation

- TOTAL translation

+ all levels of the SL text are replaced by TL material

≈ replacement of SL grammar & lexis by equivalent TL grammar & lexis, with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology

- RESTRICTED translation

+ replacement of SL textual material by equivalent TL textual material at only one level,

+ i.e. translation performed only at the phonological or graphological or grammatical or lexical level

2. in terms of the **RANKS** of translation

- RANK-BOUND TRANSLATION

a translation which is total, but in which the selection of TL equivalents is deliberately confined to one rank (or a few ranks) in the hierarchy of grammatical units (e.g. morpheme, word, phrase, clause, sentence)

≠

- UNBOUNDED TRANSLATION

a normal total translation in which equivalents shift freely up and down the rank scale

a. WORD-FOR-WORD translation

essentially rank-bound at the word-rank

b. LITERAL translation

lying between these two extremes

tending to remain lexically word-for-word

may start from a word-for-word translation, yet make changes in conformity with the TL grammar

(→group-group / clause-clause translation)

c. FREE translation

always unbounded

equivalences up & down the rank scale, usually at the higher ranks

characterized by lexical adaptation to TL collocational / idiomatic requirements (TL normalization)

3. in terms of the **EXTENT** of translation

- FULL translation

the entire text is submitted to the translation process, i.e. every part of the SL text is replaced by the TL text material

- PARTIAL translation

some parts of the SL text are left untranslated, i.e. they are transferred to & incorporated in the TL text

(esp. in literary translation when a stretch of language is untranslatable or carries a 'local color')

TRANSLATING VS INTERPRETING

Translators are not interpreters.

Translators always translate written material or code or transcribed pre-recorded speech. This usually implies a time-lag between the moment the material is produced and the time when it is translated notable exceptions being documents or content that are produced bilingually or multilingually straightaway and in parallel. Translation essentially has to do with written (or graphic) material. " (Gouadec, 2007)

Dịch là một nghề nghiệp. Nghề địch có hai ngành khác nhau rất cơ bản. Đó là dịch viết hay biên dịch (translation) và dịch nói hay phiên dịch (interpreting). Nếu chúng ta cho rằng dịch viết phải tầm chương trích cú thì dịch nói phải đủ ý và rõ ràng. Mỗi loại dịch lại có những tiêu chí riêng đối với người dịch. Chẳng hạn dịch viết đòi hỏi người biên dịch (translator) có khả năng khai thác tư liệu một cách phong phú và đa dạng thì dịch nói đòi hỏi người phiên dịch (interpreter) phải có trí nhớ tốt (good memory), đặc biệt là trí nhớ tạm thời (short term memory). Đồng thời mỗi loại dịch lại có một số kỹ thuật riêng để thực hiện nhiệm vụ dịch thuật.

Ngành phiên dịch có hai loại hình khá khác biệt: dịch đuổi (consecutive interpret- ing) và dịch song song (simultaneous interpreting).

[Translation is a profession with two distinct branches: written translation or translation (translation) and spoken translation or interpretation (interpreting). If we consider written translation to require adherence to the original text, spoken translation must be accurate and clear. Each type of translation has its own criteria for the translator. For example, written translation requires the translator to have the ability to exploit a wide and diverse range of materials, while spoken translation requires the interpreter to have a good memory, especially short-term memory. At the same time, each type of translation has its own techniques for carrying out the translation task.

The field of interpretation has two distinct types: consecutive interpreting and simultaneous interpreting.]

PROFESSIONALISM AND ETHICS

PROFESSIONALISM

-Translators & interpreters are not the same.

- The translating profession has long been dominated by women, though the male element is increasingly attracted to the profession.

- The most important thing about translators is the combination of working languages that they can offer & the direction of translating.

- Translators translate into their own language and culture or at least into languages where they have mother tongue proficiency.

- Every translator specializes:

+ Specialised translation obviously requires a good knowledge of the field or subject domain involved.

+ Knowledge of languages is by no means sufficient & the translator must be familiar with the subject area of the material.

- A good translation requires the translator to master a complex set of tools, techniques & media (e.g. word processing, search engines, CAT tools ...)

- **Pre-translator**: processing the material before starting to work on it

- **Information retriever & documentation manager**: information search & management tasks related to all translations on hand.

> Will research be required to clarify parts of the story? Most translators are accustomed to doing a great deal of research, normally before they begin to write, and this extra work should not only be built into the fee, but also the schedule. Quotations from other sources need to be tracked down in the English language in most cases. Translators customarily use online journals and other internet sources, and also become familiar with small collections of unusual works where they might be more likely to find obscure translations.

- **Terminologist / Phraseologist**: compiling dictionaries used for ongoing translations, creating & updating translation memories & terminological / phraseological resources, answering relevant queries

- **Pure translator**: converting the material processed by the 'pre-translator' into the translated material that will be proofread and revised

- Post-translator / Post-editor:

+ **Post-translator**: checking, proof-reading & revising work carried out by a human translator

+ **Post-editor**: working on material translated by some sort of machine translation engine

- **Proofreader**: doing the material checks & carrying out 'linguistic revision' aimed at linguistic correctness

- **Reviser:** a highly skilled translator whose job it is to upgrade the translated material to all applicable quality standards and requirements

- **Editor**: a person who is responsible for page layout, illustrations, formatting, screen captures & any other tasks required in order to establish the translated document in the required format, ready for delivery or distribution

- **Project manager**: supervising the running of a translation project & carrying out relevant tasks

e.g. deciding on work flow, negotiating with work provider, planning the job, controlling translation quality, looking after the administrative side of the project...

> Translators are also acting as editors during the process of translation. As they work word by word and line by line, anomalies and inconsistencies in the original will become clear, and structural problems that may have been missed by the original editor will emerge. There should, therefore, be a regular discourse between editor and translator throughout the process, to work out solutions to problems as they appear, rather than delivering a completed translation and finding out later on that something isn't acceptable. The author should be involved in the resolution of any major issues.

PRE-TRANSLATION: anything that takes up to the moment the translator receives the material (e.g. getting the job, writing out estimates, negotiating, getting specifications, contracting ...)

TRANSLATION:

• Pre-transfer: material preparation, documentary searches, terminology mining, deciding on options ...

• Transfer: the core activity of shifting to another language - culture

• Post-transfer: quality control, upgrading, formatting & preparation for delivery

POST-TRANSLATION: activities that follow the delivery of the translated text (e.g. getting paid, setting up an archive of the project ...)

***4 main challenges for translators** (according to Peter Newmark):

1. Most languages have a distinct system of vocabulary, grammar & phonology.

It is almost impossible to find two languages which are entirely equivalent at every level (i.e. word, phrase, or sentence) & in every aspect (i.e. formality, feeling - affectivity, generality - abstraction, evaluation).

2. The act of transferring a message from one language to another usually results in a loss of meaning, except for neutral & culture-free situations (e.g. a scientific study or a description of a medical experiement).

Translators are trained to apply different approaches depending on the context, e.g. transcribing, borrowing, paraphrasing ...

3. The use of language between the author & the translator is not the same.

Authors generally carry their own idiosyncrasies and personal intention> in the way they use the language. This sometimes confuses translators.

4. The translator & the author often bear certain differences in terms of semantic perspectives and linguistic values.

Some translators tend to pay more attention to connotational meaning than denotational meaning.

Để có thể vượt qua được những khó khăn trên, người dịch phải (rất) giỏi ngoại ngữ và tiếng mẹ đẻ, giỏi tới mức có thể phát hiện và khẳng định được sự chệch hướng và mức độ chệch hướng của một văn bản so với chuẩn mực đáng ra phải có của văn bản đấy. Ví dụ: một văn bản tiếng Việt viết rằng "Anh ta đặt cánh tay quanh vai tôi" thì người dịch phải khẳng định được rằng người Việt không nói thế, mặc dù câu đó đúng ngữ pháp. Chuẩn mực của câu này là "Anh ta khoác vai tôi". Nếu một văn bằn tiếng Anh viết rằng "Although the patient had never been fatally ill before, he woke up dead" thì người dịch phải phát hiện được rằng đây là câu phi lô-gic, mắc lỗi về sự thể hiện ngữ nghĩa.

Ngoài ra người dịch phải nắm được kỹ thuật chuyển dịch một cách trôi chảy giữa hai hoạt động cơ bản của quy trình dịch chuyển dịch từ chỗ hiểu văn bản ngôn ngữ nguồn (comprehension), trong đó có cả hoạt động giải thuyết (interpretation), sang tạo dưng hình thái thể hiện bằng ngôn ngữ mục tiêu (formation), trong đó có cả hoạt động tái tạo (recreation).

- Know yourself.
- Know what you are doing.
- Dress like a professional.
- Honor commiments.
- Respect the client.
- Keep your conversations with the client light & positive, yet not too personal.
- Be tolerant of differences & don't put the client off by constantly insisting that your way is the only right way.
- Be friendly, humble, patient, honest, accurate, and neat.

Here are some more relevant quotes by Ros Schwartz:

- *"Translators need to stress their availability and willingness to work on the translation after they have delivered it."*
- *"Investing a little time can reap long-term rewards in building trust and a solid working relationship."*

- *"In an ideal world, a translation is the result of a constructive collaboration between publisher, translator, editor and sometimes the author too."*

- *"Translation is a solitary profession and translators can be prickly about criticism. We need to be receptive to feedback and recognise that a translation can always be improved, and often a second pair of eyes is Invaluable."*

ETHICS

- Most professions have codes of ethics that regulate the behaviour of their members & show that they have mechanisms for ensuring accountability.

- Professional codes of translation & interpreting are the reference point for ethical behaviour in the field.

- The principle of confidentiality is central to all professional codes of Interpreting & translation.

- Almost all codes drawn up by associations that represent translators & interpreters consider impartiality to be a prerequisite for professional behavior.

- Impartiality means that an interpreter does not side with one party or the other, whatever the nature of the interaction he / she mediates.

- Impartiality does not mean lack of feelings on the part of interpreters but argues that interpreters must not allow their personal opinions or feelings to interfere with their work. If necessary, they can declare a conflict of interest & decline the job.

- Like confidentiality & impartiality, **accuracy** is included in most codes of ethics.

- Accuracy focuses specifically on the relationship between ST & TT.

- In many contexts, translators do not have the chance to include footnotes or prefaces in which they might comment on unsavory aspects of a ST.

- This sometimes forces translators to make a decision that might do harm to one or more parties: the author, the reader, their own values, or a social / ethnic group.

- Some translators (esp. freelancers) might attempt to resolve the dilemma by declining the assignment.

- Different translators want to draw the line at different points of the continuum between rigid adherence to the semantics of an utterance & active intervention in reformulating it in the target context.

"*For translators and interpreters, the prime imperative is **Accuracy**, followed by Impartiality and **Confidentiality**. In cases of conflict, Accuracy governs. And today there are cases in which Accuracy must be regarded as something more than mere literal correctness. If we are to be more than translation machines, more than automatons, if we strive to have a conscience and a heart, we must go beyond the words, to the deeper structures of meaning*."

(Erik Camayd-Freixas, 2008)

- The elusive nature of the product translators sell to customers:

+ the skill acquired through years of language & subject matter studies & practice

+ the time & effort expended to produce an expert translation

- The concept of ethics means different things to different parties of a business relationship involving translators & translations:

To the translation buyer it means that the translator is qualified to per- form the work he or she undertakes, that the work is performed conscien- tiously, possible problems arising during the performance of the work are openly discussed with the customer, and the finished translation is deliv- ered on time in the form requested. If the translation is supplied by a middleman (bureau), the latter is expected to select the proper translator for the job, check the quality of the translation and furnish a finished product that conforms to the final customer's specifications.

To the translator it means that the customer's expectations are clearly spelled out from the outset and not changed in mid-course without ade- quate compensation; that aid is given if requested and possible during the work and feedback given after delivery of the work. The translator expects to be paid as agreed upon, in a timely manner (usually within 30 days from the invoice date).

To all parties it means that all relevant parameters of the job are clearly spelled out before work is begun and strictly observed. More importantly, it means that all parties benefit from the transaction and none is, or feels, exploited by the other(s).

The ideal translator/translation buyer relationship is a long-term one, where the parties learn about each other's special requirements and expectations as they work together and thus reinforce the relationship.

"... and hence require them [translators & interpreters] to approach every assignment ***not just as a technical but as a primarily ethical challenge****, one that calls on us to recognize the humanity of others and treat them accordingly. As you experience the highs and lows of your career as a translator or interpreter, it is important not to lose sight of this simple truth."*

(Mona Baker, 2018)

GAP-FILLING

1. Translators should not derive any personal profit from **confidential** Information they receive in their professional capacity.

2. A translator needs to master the two basic activities of a transation process: from the **comprehension** of the source text to the **formation** of the message in the target language.

3. Although clients should always be respected, translators should not make their interaction with clients get too **personal**.

4. Translators need to be aware of making regular efforts to improve their **professional** skills and to broaden their knowledge.

5. Basically, a translator is a person who perform all the tasks that make up the provision of a translation to a work **provider**.

6. Without up-to-date knowledge of the source language as well as the **subject** area, it would be really hard for the translator to fully understand the message intended by the author.

7. Establishing an archive of a project is an example of what a translator is supposed to do in the **post-translation** stage.

8. Professional translators should always refrain from **interfering** with the business relationship between their client and their client's client.

9. Ideally, the translation activity involves a **constructive** collaboration between different parties, l.e. author, translator, editor, and publisher.

10. According to Camayd-Freixas, the most important thing for translators or interpreters is to ensure the **accuracy** of their work, even in cases of **conflict**.

11. All aspects of the **contractual** relationship between translators and clients should be clarified before translators start to perform their assignment.

12. Translators and interpreters need to be aware of the fact that there are always personal nuances and **intentions** embedded in the way one produces a text.

13. It is not **ethical** for a translator to accept an assignment for which he / she is not fully **qualified**.

14. A professional translator should not be too **sensitive** to **critical** feedback from other stakeholders, such as the editor or the client.

15. Translators are expected to translate with utmost accuracy and **fidelity**, i.e. conveying to the target reader the same meaning and **spirit** of the original.

UNIT OF TRANSLATION

1. How has U.T. been defined by different theorists?

... the smallest SL unit that has an equivalent in TL (Barkhudarov, 1993)

+ phonemes/morphemes/words/phrases / sentences / entire texts: probable U.T.

+ U.T. may have a complex structure although its separate parts cannot be replaced by any TL equivalents.

... a cohesive segment lying between the level of the word & the sentence (Snell-Hornby, 1995)

... source-text element(s) which are formally & semantically linked and interpreted as a single entity in a certain context (Delisle et al., 1999)

→ When a translator/interpreter commences his work, he/she decides on the basic segment to be translated into TL. These segments range from a single phoneme to a whole text.

- Length of a U.T. ?

+ In literal translations (focusing on individual words), a U.T. is as short as a word.

+ In free translations (focusing on the meaning of longer stretches of text), a U.T. is usually longer (e.g. sentence / whole text).

+ Translating from an SL which is not much related to TL usually result in choosing larger U.T.

+ *"According to most researchers, the length of translation units is an indicator of proficiency."* (Bernardini, 2001)

- From the perspective of **Vinay & Darbelnet** (1985, 1995):

+ What a translator does during the translation process is all done semantically.

+ **U.T. ≈ unit of thought ≈ lexicological unit**

+ U.T. = the smallest segment of an utterance whose signs are linked in a way that they should not be literally translated

+ lexicological unit = lexical elements grouped together to form a single element of thought

+ Some types of U.T.:

- semantic units
- dialectical units
- prosodic units
- functional units (*too long to include just one U.T.*)

- From the perspective of **Newmark** (1988):

+ sentence: a natural U.T.

+ phrase, clause, collocation, idiom ...: sub-U.T.

+ words, groups, clauses, sentences → lower U.Ts

+ paragraphs & texts → higher U.Ts

+ Most translations are done at smaller units.

+ authoritative / expressive texts → words as U.T.

+ informative texts → phrases & collocations as U.T.

+ vocative texts → sentences & whole text as U.T

→ All lengths of language can be used as U.T. at different moments during a translational act.

2. Definition and Categorization

U.T = any **manageable**, **short-term memory retainable** stretch of text that yields **meaning** on **syntactic, semantic & pragmatic** levels (Darwish, 1998)

... translator's potentially conscious plans / procedures for solving concrete problems in the framework of a translation task (Krings, 1986; Loescher, 1991)

- From **Jaaskelainen's (1999)** perspective:

+ translation strategies: heuristic & flexible

+ implying a decision affected by amendments in translator's objectives

+ **Product-related strategies**:

•relating to what happens to texts

•basic tasks of choosing the SL text & developing a method to translate it

+ **Process-related strategies**:

•relating to what happens in the process

•a set of rules that a translator uses to reach the translation goals

3. GLOBAL vs LOCAL strategies

GLOBAL strategies:

- dealing with whole texts (Bell, 1998)

- general principles & modes of action (Jaaskelainen, 2005)

- 03 common global strategies of translation: (Seguinot, 1989)

+ translating without interruption for as long as possible

+ correcting surface errors immediately

+ leaving the monitoring of qualitative or stylistic errors to the revision stage

LOCAL strategies:

- dealing with text segments (Bell, 1998)

- specific activities in relation to translator's problem-solving & decision-making (Jaaskelainen, 2005)

TRANSLATION METHODS

According to **Newmark** (1988)

1. **WORD-FOR-WORD** translation

- SL word order: preserved

- Lexical items: translated singly out of context

2. **LITERAL** translation

- SL grammatical constructions: converted to their closest TL equivalents
- Lexical items: translated singly out of context

3. **FAITHFUL** translation

reproducing precise contextual meaning of the original within the constraints of TL grammar

4. **SEMANTIC** translation

(≈ FAITHFUL translation) taking more account of the aesthetic value of the SL text, compromising on meaning where appropriate

5. **FREE** translation

producing TL text without the style or form of the original

6. **IDIOMATIC** translation

- reproducing the message of the original
- preferring colloquialisms & idioms where these do not exist in SL text

7. **COMMUNICATIVE** translation

- rendering the exact contextual meaning of the original
- both content & language: readily comprehensible to the readership

8. **ADAPTATION**

- the freest form of translation (mainly for plays & poetry)
- themes, characters & plots: usually preserved
- SL culture: converted to TL culture
- the text: rewritten

*While **TRANSLATION METHODS** relate to whole texts, **TRANSLATION PROCEDURES** are used for sentences & smaller units of language.*

TRANSLATION PROCEDURES

According to **Vinay & Darbelnet** (1958, 1995, 2000)

1. **DIRECT** PROCEDURES

- DIRECT BORROWING
    + comprising native words in the donor language
    + becoming increasingly common, yet should be the last resort
    Ex: oxygen / PR → khí oxi (dưỡng khí) / pr (quan hệ công chúng)
- LOAN / CALQUE TRANSLATION
    + calque: a special kind of borrowing whereby a language borrows an expression of another & then translates literally each of its elements
    + lexical calque
    + structural calque

Ex: batman / black market / Snow White → người dơi / chợ đen / Bạch Tuyết

- LITERAL TRANSLATION

direct transfer of a SL text into a grammatically & idiomatically appropriate TL text

Ex: "I left my glasses on the table" → Tôi để kính của mình trên bàn.

2. **OBLIQUE** PROCEDURES

- TRANSPOSITION

+ replacing one word class with another without changing the meaning of the message

+ can also be applied within a language

Ex: I'm happy that she has returned. → base expression

I'm happy about her return. → transposed expression

+ 02 types of transposition in translation:

obligatory transposition

optional transposition

+ English nominalizations ↔ Vietnamese verbal constructions

- MODULATION

a type of transposition at the global level, applying to the category of thought (rather than grammar)

+ abstract concrete (e.g. floating ribs → xương sườn cụt)

+ cause effect (e.g. poliomyelitis → sốt bại liệt)

+ means result (e.g. undescended testicles → tinh hoàn ẩn)

+ popular style professional style (e.g. windpipe → khí quản)

+ A negation of not-A (e.g. fainting → bất tỉnh)

+ one metaphor to another (e.g. tapeworm → sán xơ mít)

+ one color to another (e.g. pinkeye → bệnh đau mắt đỏ)

- ADAPTATION (≈ situational equivalence)

According to **Newmark** (1988)

- Transference: transferring a SL word to a TL text

• including transliteration (i.e. the conversion of different alphabets, e.g. from Russian / Arabic / Chinese ... into English)

- **Naturalization**: adapting a SL word first to normal pronunciation, then to normal morphology of the TL

- Cultural equivalent: replacing a cultural word in SL with a TL one

- Functional equivalent: requiring the use of a culture-neutral word

- Descriptive equivalent: explaining the meaning of culture-bound terms in several words

- **Synonymy**: using a near TL equivalent to a SL word

• appropriate where literal translation is not possible & the word is not important enough for componential analysis

- **Through-translation**: literal translation of common collocations, names of organizations, or components of compounds (i.e. loan / calque translation)

- **Recognized translation**: using the official or generally accepted translation of institutional terms

- **Translation label**: a provisional translation (usually of a new institutional term) which should be made in inverted commas & can be withdrawn later

- **Componential analysis**: comparing a SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent by demonstrating their common & differing sense components → The translator adds more TL sense components in order to produce a closer approximation of meaning.

- **Compensation**: when the loss of meaning (or metaphoric or pragmatic effect) in one part of a sentence is compensated in another part

- **Paraphrase**: an amplification or explanation of the meaning of a segment of the text

- **Notes**: additional information in a translation (e.g. footnotes)

• providing supplemental information

• calling attention to the original's discrepancies

• taking various forms: within the text / at the bottom of a page / at the end of a chapter / glossary at the end of a book

- **Couplets / Triplets / Quadruplets**: the combination of two / three / four different procedures for dealing with a single problem

EXERCISES:

1. "The grapes of warth" → "Chùm nho phẫn nộ"

→ literal translation (N phrase → N phrase)

2. Calque: language acquistion = thụ đắc ngôn ngữ

(not calque: panic selling = bán tống bán tháo, first face: người mở màn, loan market: thị trường vốn vay (vốn vay = capital))

3. "woman in love" → "người đàn bà đang yêu"

→ literal translation & transposition

4. "heart murmur" → "âm thổi tim"

→ modulation (1 metaphor to another)

5. "bogus company" → "công ty ma"

→ non-metaphor → metaphor

6. “thiếu máu” → “anaemia”

→ popular style → professional style

7. Calque: a special kind of borrowing

Literal: respects the syntaxtic structures of TL

Transposition: replaces one word class with another

Adaptation: known as situational equivalence

8. U.T:

- necessarily meaningful in terms of syntax and semantíc
- can well managed by the translator
- yielding meaning on the pragmatic level.

9. True/False

a. In **word-for-word** translation, SL grammatical constructions are converted to their closest equivalents in TL. → F (literal)

b. Local strategies involve concrete activities during the decision-making process of a translator. → T

c. Because of its free nature, adaptation is usually associated with situational equivalence. → T

d. The translation of STD as "bệnh hoa liêu" is an example of **transposition**. → F (modulation)

e. U.T. in literal translations is as short as just a word. → T

f. Semantic translation pays more attention to the aesthetic aspect of the ST than faithful translation does. → T

g. Global strategies deal with **segments** of text rather than the entire text. → F (whole text)

h. People who translates **communicatively** often prefer idioms and colloquial. → F (idiomatic)

Text type	Informative	Expressive	Operative
Language function	Informative (representing objects and facts)	Expressive (expressing sender's attitude)	Appellative (making an appeal to text receiver)
Language dimension	Logical	Aesthetic	Dialogic
Text focus	Content-focused	Form-focused	Appellative- focused
TT should	Transmit referential content	Transmit aesthetic form	Elicit desired response
Translation method	'Plain prose'. explicitation as required	'Identifying' method, adopt perspective of ST author	'Adaptive', equivalent effect

WHAT IS TRANSLATION EQUIVALENCE?

Equivalence-based theories generally define **EQUIVALENCE as the relationship between ST & TT.**

1. The most traditional & critical concept in translation theories

... the conceptual basis of translation (House, 1997)

... decoding SL text & endeavoring to find an appropriate equivalent in TL text to encode whatever has been decoded in SL (Baker, 1992)

... a relationship existing between two entities, i.e. likeness / sameness / similarity/equality (Halverson, 1997)

... Circularity: (Pym, 1992)

→ Equivalence defines translation; &

→ Translation, in turn, defines equivalence.

... The central task of translation theory: defining the nature & conditions of translation equivalence (Catford, 1965)

2. TRANSLATION EQUIVALENCE vs FORMAL CORRESPONDENCE (Catford, 1965)

- Translation equivalence:

any TL text (or portion of text) which is observed on a particular occasion to be the equivalent of a given SL form

- Formal correspondence:

any TL. category (unit, class, structure...) which can occupy (nearly) the same place as the given SL category occupies in the SL

Ex 1: Both English & French have sentence-clause-group-word morpheme.

→ There is formal correspondence between two hierarchies of units.

Ex 2: In both English & French, prepositions function along with nominal groups in the structure of adverbial phrases which function in both languages as qualifiers or as adjuncts.

→ There is formal correspondence between the word-class *preposition* in English and French.

3. TRANSLATION EQUIVALENCE vs TRANSFERENCE (Catford, 1965)

Transference = an operation in which the TL text (or part of the TL text) has values set up in the SL (i.e. having SL meanings)

Ex: the lexical item **"sputnik"**

+ It first occurred in English as a transference item in October 1957.

+ In Russian, "sputnik" appears in a number of lexical sets, e.g.

- fellow traveler
- satellite (planet, moon...)
- companion
- artificial satellite (spaceship...)

+ In English, this item has remained within only the last lexical set & with the appropriate contextual meaning.

+ This English meaning of "sputnik" correlates with part of the total formal-contextual meaning of Russian. → *lexical partial transference*

Some more examples:

- crush (in English) & crush (in Vietnamese)
- web (in English) & web (in Vietnamese)

风水 (in Chinese) & feng shui (in English)

→ Translation: There is substitution of TL meanings for SL meanings.

→ Transference: There is an implantation of SL meanings into the TL text.

4. Conditions of equivalence for total translation

Situational features

- distinctive features which are contextually relevant to a text & determine the selection of one certain linguistic form as opposed to another

- distinctive features of contextual meaning = **features of situation substance**

- e.g. "I am interested in translation"

≠ "I was interested in translation"

≠ "I have been interested in translation".....

For total translation, equivalence occurs when the SL & TL texts / items are relatable to (at least some of) the same features of situation substance

5. Limits of translatability for restricted translation

Phonic substance ≠ Graphic substance

- A phonological item cannot be relatable to the same substantial features as a graphological item.

- One cannot translate from the spoken to the written form of a text, or vice versa.

Phonic & Graphic substance ≠ Situation substance

- There is never any translation from phonology to grammar, nor from graphology to grammar.

- Translation from grammar / lexis to the medium-levels is impossible.

→ *No possible translation between (spoken & written) media*

→ *No possible translation between either of the medium-levels (phonology & graphology) and the levels of grammar & lexis*

Example:

"I did it." (an emphatic English utterance)

→ "C'est bien moi qui l'ai fait."

- ***We may mistakenly conclude that...***

+ The English phonological feature (i.e. marked tonicity) & graphological feature (i.e. italicization of "I") are grammatically translated by a special kind of sentence in French.

+ A given French grammatical / lexical item can be equivalently translated into English only by the tone of the voice.

- ***In fact,...***

+ Both of the English tonicity and italicization are merely the corresponding spoken & written exponents of a grammatical category which has an equivalent in French.

+ The tone in English does NOT work as the translation equivalent of a French grammatical / lexical feature. Rather, the exponent of the equivalent grammatical/lexical feature in English happens to be tonicity.

02 LEVELS OF EQUIVALENCE

1. On a **SYSTEMS LEVEL**

- ***Equivalence***: the neutral designation for parameters describing the relationship between ST & TT

- neutral in value

- measured by certain criteria (e.g. coherence, thematic patterns ...)

2. On a **TEXT LEVEL**

- applying parameters to a specific concrete original text & its translation

- positive/negative equivalence

- measured by a set of text-specific parameters for each instance of evaluation (varying by individual texts)

+ **Equivalence** = "equitability" of ST & TT

+ **Non-Equivalence** = "non-equitability" of ST & TT

TYPOLOGIES

1. Function-based classification [From the perspective of Nida (1964)]

- FORMAL equivalence

+ focusing on the message itself in both form & content

+ a.k.a. "gloss translation"

(aiming to allow readers to understand as much of the SL context as possible)

- DYNAMIC equivalence

+ based on the principle of equivalence effect

+ relationship between target receivers & TL message = relationship between original receivers & SL message

2. Quantity-based classification [From the perspective of Kade (1968) & some other authors]

- COMPLETE CONCEPTUAL equivalence

Ex: A.I., I.C.→ Trí tuệ nhân tạo (artificial intelligence), Giao tiếp liên văn hóa (intercultural communication)

- PARTIAL equivalence

Ex: homepage, online → trang chủ, trực tuyến

- INCLUSION equivalence (a term merges into another)

Ex: máy tính → computer, calculator

- NIL equivalence (= No conceptual equivalence)

Ex: debug → khắc phục lỗi sai

3. Meaning-based classification [From the perspective of Koller (1989)]

- REFERENTIAL / DENOTATIVE equivalence

Equivalent elements in SL & TL refer to the same thing in real world.

- CONNOTATIVE equivalence

Equivalent elements in SL & TL trigger the same associations in the mind of the speaker of both languages.

- TEXT-NORMATIVE equivalence

Equivalent elements in SL & TL are used in similar contexts in their respective languages.

- PRAGMATIC / DYNAMIC equivalence

Equivalent elements in SL & TL create the same effect on their respective readers.

- FORMAL equivalence

Equivalent elements in SL & TL have the same orthographic & phonological features.

4. Let's investigate 'equivalence' from other points of view!

**From the perspective of Popovič (1976):*

- LINGUISTIC equivalence

There is homogeneity on the linguistic level of both SL & TL. = word-for-word translation

- PARADIGMATIC equivalence

There is equivalence of the elements of a paradigmatic expressive axis, i.e. elements of grammar.

- STYLISTIC (translational) equivalence

There is functional equivalence of elements in both original & translation aiming at an expressive identity with an invariant identical meaning.

- TEXTUAL (syntagmatic) equivalence

There is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape

**From the perspective of Baker (1992):*

- Equivalence at WORD & ABOVE WORD LEVEL
- GRAMMATICAL equivalence

in view of diversity of grammatical categories across language

- TEXTUAL equivalence

in view of information & cohesion

- PRAGMATIC equivalence

in view of implicatures & strategies of avoidance

5. Equivalence in translating poems

- Poems & songs: a special & interesting translation domain
    + semantics & syntax in a new dimension (i.e. as a conceptual & cultural phenomenon)
    + both formal & dynamic equivalence at work
    + fluency & authenticity compromising the SL message
- Lyrics translation = **Normal + Partial phonological translation**
    + translating the SL text in terms of lexis - grammar, semantics & pragmatics
    + prioritizing the phonological aspects
    + taking rhyming, melody & tone into account

<u>EXERCISES</u>:

a. đĩa [danh tử] = plate / disk; hard [adj] = khó / cứng

→ inclusion equivalence

b. acid = a-xit; beefsteak = bít tết; Moscow = Mát-xcơ-va

→ phonological equivalence

c. áo dài = ao dai, phở = pho ; pizza = pizza

→ nil-equivalence

d. I got sick of seeing that **wretched man**! = ... **thằng khốn**...

→ stylistic equivalence

e. kĩ năng quản lý thời gian = time management skill

→ complete equivalence

f. I gave you all my **heart!** = Anh đã trao em trọn **con tim**!

Một giọt **máu đào** hơn ao **nước lã** = **Blood** is thicker than **water**.

→ connotation equivalence

g. Chú ý: Ghế mới sơn! = Caution: Wet paint!

→ pragmatic equivalence

h. Best regards [at the end of a letter / an email] = Trân trọng / Kính thư

→ text-normative equivalence

EQUIVALENCE AT WORD LEVEL

***Word & Meaning:**

- Translators are concerned with deconding units & structures that carry meaning.

- **WORD** = the smallest unit of language that can be used by itself (Bolinger & Sears, 1968)

- The perception of the word as the basic meaningful element in a language is NOT strictly accurate.

- Meaning can be carried by units smaller than the word. Meaning is usually carried by units much more complex than a single word & by various structures and linguistic devices.

- There is NO one-to-one correspondence between orthographic words & elements of meaning.

- **MORPHEME** = the minimal formal element of meaning in language

- **MORPHEME vs. WORD**: While a word may or may not cannot contain more than one element of meaning, a morpheme cannot carry more than one element of meaning & cannot be analyzed further.

- **LEXICAL MEANING** of a word (lexical unit) = its specific value in a particular linguistic system & the "personality" it acquires through usage within that system

- 4 main types of meaning:

+ **PROPOSITIONAL** meaning

- arising from the relation between a word / utterance and what it describes in a real or imaginary world
- the type of meaning that provides the basis on which we can judge a translation of a word / utterance as accurate or inaccurate

+ **EXPRESSIVE** meaning

- relating to the speaker's feelings or attitude (rather than to what words / utterances refer to)

- cannot be judged as true or false

→ *Two or more words can have the same propositional meaning but differ in their expressive meanings.*

→ *The meaning of a lexical unit can be propositional only (e.g. car), expressive only (e.g. bloody) or both (e.g. whinge).*

+ **PRESUPPOSED** meaning: arising from co-occurrence restrictions (i.e. restrictions on what other words we expect to see before or after a particular lexical unit)

- **Selectional restrictions**:
  - the function of the propositional meaning of a word
  - e.g. the adjective "studious" is expected to go with a human subject
  - can be violated in the case of figurative language
- **Collocational restrictions**:
  - the semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word
  - e.g. shoes are "polished" in English but they are "hit" in Vietnamese
  - more variation across languages (than selectional restrictions)

+ **EVOKED** meaning: arising from dialect & register variations

- **Dialect**: a variety of language which has currency within a specific community
  - Geographical: words used by people from different parts of the world (e.g. buiscuit / cookie, lift / elevator ...)
  - Temporal: words used by members of different age groups or at different periods in the history (e.g. verily / truly, thee / you ...)
  - Social: words used by members of different social classes (e.g. serviette / napkin, lavatory / toilet ...)
- **Register**: a variety of language which a language user considers appropriate to a specific situation via the three parameters: Field - Tenor – Mode

EQUIVALENCE ABOVE WORD LEVEL

1. Collocations

- Words usually occur in the company of other words to form meaningful stretches of language.

- COLLOCATION

= the tendency of certain words to co-occur regularly in a language

= the habitual co-occurrence of individual lexical items in a language

- Collocational patterning is largely arbitrary and independent of meaning (e.g. pay a visit).

- When words collocate, the relationship can hold between their various forms, combined in any grammatically acceptable order (e.g. achieving aims, achievable aims, aims that have been achieved, the achievement of an aim ...).

- **COLLOCATIONAL RANGE** = the set of collocates which are typically associated with a given word

- Some words have a much broader collocational range than others.

Ex: "shrug" + shoulders → limited range

Ex: "make" + believe / decision / profit / model ... → vast range

- **MARKED COLLOCATION** = an unusual combination of words that challenges the expectation of hearers or readers

+ used in fiction, poetry, humor, advertisements

+ involving deliberate mixing of collocational ranges to create new images, produce special effects or catch people's attention

2. Problems in translating collocations

The engrossing effect of ST patterning

Example: "take medicine" (English) vs. "uống thuốc" (Vietnamese)

→ Confusing source and target patterns is a pitfall that can easily be avoided once the translator is alerted to the potential influence that the collocational pat- terning of the source text can have on him or her. A good method of detaching oneself from the source text is to put the draft translation aside for a few hours. One can then return to the target text with a better chance of responding to its patterning as a target reader eventually would, having not been exposed to and therefore influenced by the source-text patterning in the first place. At any rate, translators are well advised to avoid carrying over source-language collocational patterns which are untypical of the target language, unless there is a good reason for doing so.

Misinterpreting the meaning of SL collocations

Example A: Translate the following text (extracted from "A Hero From Zero") into Vietnamese.

"*All this represents only a part of all that Forbes Magazine reported on* ***Fayed in the March issue*** *mentioned before. In 1983, he had approached the industrialist Robert O. Anderson under the cover of a* ***commission agent****. The industrialist had been* ***struck by*** *his appearance as someone with* ***modest means****. Mr. Anderson was therefore astonished by his sudden acquisition of a considerable fortune*."

Example B

*Source text (China's Panda Reserves - World Wide Fund for Nature text which accompanied a slide show):

These young pandas in Beijing Zoo are great **crowd pullers**.

*Target text (Chinese):

对大多数人来说,能看见大熊猫的唯一机会便是在动物园里。北 京动物园里的这些幼熊猫吸引着大量的观众。

(These young pandas in the Beijing Zoo attract a lot of **spectators**.)

Crowd pullers is not an acceptable collocation in Chinese. In addition, the expression is quite informal. Chinese does not favour informal style in written dis- course. Although much of the expressive and evoked meaning of *crowd pullers* is lost in the Chinese translation, the collocation used to replace it is more natural and stylistically more acceptable.

Culture-specific collocations

If the cultural settings of the SL & TL are significantly different, there will be instances when the ST will contain collocations and concepts which would be unfamiliar or inaccessible to target readers.

Marked collocations in the ST

Ideally, the translation of a marked collocation will be similarly marked in the TL. This is, however, always subject to the constraints of the TL and to the purpose of the translation.

The tension between accuracy & naturalness

Translators normally aim to produce a collocation which is typical in TL while preserving the exact meaning in the SL collocation. However, translation often involves a tension: a difficult choice between what is natural and what is accurate.

3. Idioms & Fixed expressions

- Idioms and fixed expressions are at the extreme end of the scale from collocations in terms of: flexibility of patterning & transparency of meaning.

- **IDIOMS AND FIXED EXPRESSIONS** = frozen patterns of language which allow little variation in form and often carry meanings which cannot be deduced from individual components

- One **cannot** do any of the following to an idiom or a fixed expressions:

    + change the order of the words in it;
    + delete a word from it;
    + add a word to it;
    + replace a word with another;
    + change its grammatical structure.

Ex: “as a matter of fact”, “ladies and gentlemen”, “storm in a teacup”, “foot the bill”, “go Dutch”, “practice makes perfect”, “waste not, want not”...

4. Problems in translating idioms & fixed expressions

- Most translators cannot hope to achieve the same sensitivity as native speakers (in judging when and how an idiom can be manipulated).

- A professional translator would, under normal circumstances, work only into his or her language of habitual use or mother tongue.

- Two main issues for consideration:

+ the ability to recognize and interpret an idiom correctly

+ the difficulties involved in rendering the various aspects of meaning that an idiom or a fixed expression conveys into TL

- Two cases in which an idiom may be misinterpreted:

+ Some idioms are 'misleading' (with both literal & idiomatic meanings).

+ An idiom in the SL may have a close counterpart in the TL which looks similar on the surface but has a different meaning.

***Main problems in translating idioms & fixed expressions**:

i. An idiom or fixed expression may have **no equivalent in TL**. The way a language chooses to express various meanings does not always match the way another language chooses to express the same meanings. → Unrealistic to expect to find equivalent idioms in TL

ii. An idiom or fixed expression may have a similar counterpart in TL, but **its context of use may be different & the two expressions may have different connotations.**

iii. An idiom may be used in ST in **both literal and idiomatic senses at the same time**. Most of the time, the play on idiom cannot be successfully reproduced in the target text.

iv. The **convention** of using idioms in written discourse, the **context** and **frequency of use** may be different in SL and TL.

5. Strategies to translate idioms & fixed expressions

- Using an idiom of similar meaning and form

- Using an idiom of similar meaning but dissimilar form

- Borrowing the SL idiom

- Translation by paraphrase

- Translation by omission of a play on idiom

- Translation by omission of an entire idiom

TEXTUAL & PRAGMATIC EQUIVALENCE

***Important concepts**

- **THEMATIC STRUCTURE**: A clause consists of 2 segments.

+ **Theme**: what the clause is about

+ **Rheme**: what the speaker says about the theme

→ The theme-rheme distinction is useful in explaining organization & development in different types of text.

- **COHESION** = the network of lexical, grammatical & other relations that provide links between parts of a text

- 5 main cohesive devices in English (Halliday & Hasan, 1976):

+ **Reference** occurs when the reader has to retrieve the identity of what is being talked about but referring to another expression in the immediate context. *Ex*: Jason studies hard for *his* mid-term test.

+ **Substitution** occurs when an item (or items) is replaced by another item (or items). *Ex:* This knife is too blunt. I need a sharper *one*.

+ **Ellipsis** involves the omission of an item, i.e. a case of leaving something unsaid which is nevertheless understood. *Ex*: Here are ten cards. Take *any*. Then, give me *any three*.

+ **Conjunction** involves the use of formal markers to express relations between sentences, clauses and paragraphs (including: additive adversative - causal temporal - continuative (miscellaneous) relations). *Ex*: in addition, on the other hand, consequently, after that, anyway...

+ **Lexical cohesion** refers to the role played by the selection of vocabulary in organizing relations within a text. There are two main categories:

- Reiteration: the repetition of lexical items (an earlier item / a general word / a synonym / a near-synonym / a superordinate)
- Collocation: a pair of lexical items associated with each other in some way

- **COHESION** vs. **COHERENCE**:

+ Cohesion: the network of surface relations which link words & expressions to other words and expressions in a text

+ Coherence: the network of conceptual relations which underlie the surface text

→ *Cohesion is the surface expression of coherence relations. It is a device for making conceptual relations explicit.*

- **IMPLICATURE** = what the speaker means or implies rather than what he or she literally says

- In order to guarantee **pragmatic equivalence** in their work, translators need to work out implicatures successfully.

***Factors that contribute to the way implicatures are worked out** (Grice, 1975)

i. The conventional meaning of the words & structures, together with the identity of any references involved

ii. The cooperative principle (a general principle of communication that particpants are expected to observe) & its maxims (quantity - quality - relevance - manner)

iii. The context of the utterance

iv. The additional background knowledge

v. The fact that all relevant items falling under the previous headings are available to both participants

NON-EQUIVALENCE

1. Common types of non-equivalence at word level

- Some concepts are culture-specific (i.e. relating to a religious belief / a social custom / a type of food...).
- The SL concept is not lexicalized in the TL (i.e. no TL word to express a concept).
- The SL word is semantically complex.
- The SL & TL make different dictinctions in meaning.
- The TL lacks a superordinate (i.e. there are specific words (hyponyms) but no general word (superordinate) to head the semantic field).
- The TL lacks a specific term (hyponym).
- There are differences in physical or interpersonal perspective.
    + Physical perspective: where things or people are in relation to one another or to a place
    + Interpersonal perspective: relationship between participants in discourse
- There are differences in expressive meaning (i.e. a TL word might have the same propositional meaning but a different expressive meaning).
- There are differences in form (i.e. no TL equivalent for a particular form in the SL).
- There are differences in frequency & purpose of using specific forms.
- Loan words are used in the ST.

These are some of the more common examples of non-equivalence among languages and the problems they pose for translators. In dealing with any kind of non-equivalence, it is important first of all to assess its significance and implications in a given context. Not every instance of non-equivalence you encounter is going to be significant. It is neither possible nor desirable to reproduce every aspect of meaning for every word in a source text. We have to

try, as much as possible, to convey the meaning of key words which are focal to the understanding and development of a text, but we cannot and should not distract the reader by looking at every word in isolation and attempting to present him or her with a full linguistic account of its meaning.

2. Strategies to deal with non-equivalence at word level

2.1. Using a general word [a superordinate]

→ a common strategy to handle many types of non-equivalence, esp. in the area of propositional meaning

2.2. Using a more neutral / less expressive word

→ another strategy related to the semantic aspect

2.3. Using cultural substitution

→ replacing a culture-specific item with a TL expression that does not have the same propositional meaning but gives target readers a familiar concept with which they can identify

2.4. Using a loan word or a loan word plus explanation

→ dealing with culture-specific items, modern concepts or buzzwords

2.5. Paraphrasing, using related words

→ when the idea of the SL item is lexicalized in TL yet in a different form

2.6. Paraphrasing, using <u>un</u>related words

→ when the concept of the SL item is not lexicalized in TL

→ when the SL item is semantically complex in TL

2.7. Translating by omission

→ avoiding lengthy translations in some contexts, esp. if the SL item is not vital to the development of the text.

2.8. Translating by illustration

→ when the SL word refers to a physical entity that can be illustrated

→ when the text needs to remain concise & to the point

<u>MCQs</u>

1. Choose the correct statement about cohesion and coherence.

A. Cohesion refers to the network of conceptual relations underlying a text.

B. Ellipsis is one of the coherent devices in English.

C. Cohesion is the surface expression of coherence relations of a text.

D. Coherence refers to the lexical or grammatical relations connecting parts of a text together.

2. Which of the following is a characteristic of idioms?

A. Variation in form hardly occurs.

B. The components can be replaced or reordered.

C. They are typically seen as flexible patterns of language.

D. Individual words contribute to the meaning of the whole expression.

3. Which of the following is NOT a problem in translating idioms?

A. A SL idiom may be employed with both literal and idiomatic senses at the same time in a certain context.

B. There might not be a TL equivalent for every SL idiom.

C. The convention of using idioms in SL & TL might be different.

D. A SL idiom may have a close TL counterpart which triggers a similar connotation in a similar context.

4. Which of the following is NOT true about marked collocation?

A. a predictable combination of lexical items

B. appearing in literary works

C. challenging the expectation of readers

D. mixing collocational ranges to create impressive effects in wording

5. Which term refers to the operation in which values established in the SL text are implanted into the translated product?

A. formal correspondence

B. equivalence

C. situation substance

D. transference

6. Which of the following statements is TRUE about equivalence?

A. It has become a new buzzword in recent translation theories.

B. Translation can be produced from the level of grammar to the level of phonology or graphology.

C. The concept of equivalence on the text level is neutral in value.

D. "Gloss translation" is another way to call "formal equivalence".

7. "polymorphism" = "đa hình". This is an example of ...

A. complete equivalence

B. stylistic equivalence

C. text-normative equivalence

D. nil equivalence

8. “cash on delivery” = “thanh toán khi giao hàng”. This is an example of ...

A. inclusion equivalence

B. grammatical equivalence

C. connotation equivalence

D. partial equivalence

9. “Dear Sir/Madam” = “Kính gửi Quý ông/bà”. This is an example of ...

A. nil equivalence

B. connotation equivalence

C. text-normative equivalence

D. complete equivalence

10. “nuôi” = “feed / raise / nurture / support”. This is an example of ...

A. pragmatic equivalence

B. inclusion equivalence

C. denotative equivalence

D. complete equivalence

GAP-FILLING

11. Generally speaking, “equivalence” can be seen as the most **traditional** and critical notion in theories of translation.

12. The translation of “fossil fuel” as “nhiên liệu hóa thạch” is an example of **complete** conceptual equivalence.

13. On the systems level, the concept of equivalence is **neutral** in value.

14. **Transference** refers to an operation in which (part of) the translated text contains the values (meanings) established in the ST.

15. In **connotation** equivalence, the associations that elements of SL & TL create in the mind of the speakers of both languages are similar.

16. Translating song lyrics is usually deemed a special activity because it involves both normal and partial **phonological** translation.

TRANSLATION QUALITY ASSESSMENT

I. AN OVERVIEW

- In a broad sense, TQA can be:

+ quantitative/qualitative.

+ diagnostic/formative/ summative.

- TQA models & procedures must pass the test of:

+ **VALIDITY**: the extent to which an evaluation measures what it is designed to measure, such as translation skills

+ **RELIABILITY**: the extent to which an evaluation produces the same results when administered repeatedly to the same population under the same conditions

II. TRANSLATION ASSESSMENT APPROACHES

1. **MENTALIST** approach

- **Subjective & intuitive evaluations** of a translation

- Consisting more often than not of **global judgements**

Ex1: "The translation does justice to the original text."

Ex2: "The tone of the original is lost in the translation."

- Propagated by translation scholars who regard translation as an individual creative act depending on subjective interpretation & transfer decisions, artistic-literary intuitions, interpretive skills & knowledge

- **Texts having no core meanings** (their meanings changing according to individual positions)

- This **relativizing stance**: inappropriate for the evaluative business of making statements about when, how & why a translation is good

2. **RESPONSE-BASED** approach

a. BEHAVIORISTIC VIEWS

- Aiming at a more "scientific" way of evaluating translations

- Influenced by American structuralism and behaviorism

- Associated with Nida's (1964) work:

+ readers' reactions to a translation = main yardstick for assessing its quality

+ positing behavioral criteria: intelligibility & informativeness

+ a "good" translation → **"equivalence of response"** (a concept clearly linked to the principle of DYNAMIC EQUIVALENCE)

b. FUNCTIONALISTIC VIEWS

- The way target culture norms are heeded or flouted by a translation: the yardstick in evaluating its quality

- Emphasizing the "skopos" of a translation

- Emphasizing the crucial role assigned to the purpose of a translation → the original text = simply an "offer of information" (this "information" can be accepted or rejected by the translator)

- However:

Since any translation is bound to both ST & the conditions governing its reception in the new environment, Skopos theorie cannot be an adequate theory for TQA.

3. **TEXT-& DISCOURSE-BASED** approach

a. LITERATURE-ORIENTED APPROACH

- Oriented toward the translated text

- Retrospective focus: from the translation to the original

- Evaluating a translation predominantly in terms of its forms and functions inside the system of the receiving culture & literature

- Endeavoring to "neutrally" describe the characteristics of the text as they are perceived on the basis of the receptor culture members' knowledge of comparable texts in the same genre

- However:

How are we to judge whether one text is a translation & another one is not? What are the criteria for judging the merits & weaknesses of a particular case? (House, 2001)

b. POST-MODERNIST & DECONSTRUCTIONIST APPROACH

- Examining translation from a psycho-philosophical & socio-political stance

- Aiming to make politically pertinent & correct statements about the relationship between features of ST & TT

- Focusing on hidden forces that shape the process of selecting texts for translation & the procedures which result in the ways original texts are bent

- Explaining the influence translators can exert through their translation on the receiving literature

- However:

How can one differentiate between a translation & any other texts resulting from a textual operation which can no longer claim to be in a translation relationship with an original text? (House, 2001)

c. LINGUISTICALLY-ORIENTED APPROACH

- Widening the scope of translation studies to include concerns with linguistics, pragmatics, sociolinguistics, stylistics & discourse analysis

- Taking the relationship between ST & TT seriously

- Taking account of the interconnectedness of context & text

- Viewing translation as re-contextualization

→ a functional - pragmatic model of TQA

- Text is viewed as the ultimate unit of translation since it operates in an interactive environment.

- The text typographical model offers the possibility of text variety. In translation, different text types should be treated differently.

- The ultimate aim of the TQA model by House (1981) is to obtain **the functions of the SL & TL texts** through systematic analysis of both texts.

- The function of a text is a composite of several interrelated factors, the most important of which is the interplay of **different aspects of meaning** for the purpose of attaining the ultimate aim behind writing a particular text.

III. MEANING IN TRANSLATION

1. **SEMANTIC** ASPECT

- Translating the denotative aspect of a linguistic element may not be difficult.

Ex: sách = book = livre = 书

- The referential aspect of meaning does not form an obstacle for translators.

- The language system defines meanings of words & sentences. However, the same words & sentences mean different things when used by different speakers in different contexts.

Ex: "Good day", "Great job"...

The understanding of words and sentences in a text is determined by contextual factors, situational constraints, & the participants' intentionality.

2. **PRAGMATIC** ASPECT

- When a speaker uses language, he/she does not use it in a vacuum. He/She intends to produce a certain effect on his/her interlocutor(s).

- Language is employed in situations which include both a linguistic and nonlinguistic context.

- Pragmatic meanings can be recovered through features such as inferences, presuppositions and expectations.

It is contextual features of a text that have to be considered and should be ideally kept equivalent in translation. The author's intentions and the ultimate purpose of the text are very important.

3. **TEXTUAL** ASPECT

- The textual aspect of meaning concerns the way in which individual components of a text relate to each other and to the rest of the text in order to form a cohesive entirety.

- A text should be coherent, cohesive, informative and intent-oriented. The ways in which these expectations interact with each other from the meaning of a text.

Textual meaning comprises semantic and pragmatic meanings in the process of intralingual interaction.

The intergration of semantic informativeness and pragmatic action in an active stretch of connected language consititutes the textual meaning.

- Most textual elements involved in the process of text production can be understood through thematic dynamics.

- **Thematic dynamics**: a textual phenomenon demonstrating how thematic properties are organized in a well-formed text.

- **Thematic progression**: the movement of theme and rheme in a a connected stretch of language.

- 3 major factors contributing to the well-formedness of a text:

+ syntactic well-formedness

+ grammatical & conceptual dependencies (i.e. cohesion & coherence)

+ contextual dependency

Ex: Some logical relations: additive (and); adversative (but); alternative (or); explanatory (that is); illative (therefore); illustrative (for example); causal (for); initial sentence in a paragraph

- The significance of intersentence connectivity for translation:

+ showing the conceptual frames used by translators if they consider a text as a unit of translation

→ An analysis of SL textual means in comparison with TL textual components may lead to an objective TQA.

+ reflecting textual similarities & differences in terms of text typology

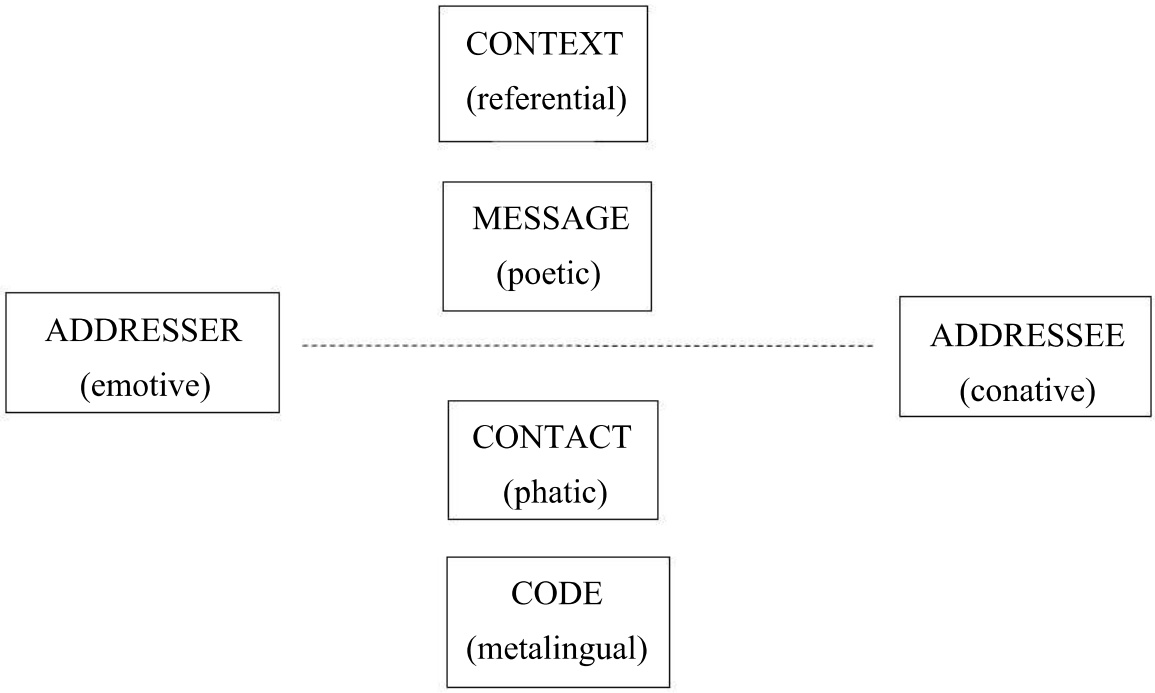
→ Textual means may serve as useful tools for the analysis of both ST & TT for TQA purposes.

Practically, what a translator replaces in the TL is not only the semantic & pragmatic features of the SL text, but he / she also negotiates the transfer of textual features as long as these features meet the requirements of TL norms.

IV. LANGUAGE FUNCTION VS TEXT FUNCTION

1. LANGUAGE FUNCTION

Constitutive factors of a speech act (Jacobson, 1960):



Contextual features that are realized by the functional components of the semantic system (Halliday, 1985):

- The **FIELD** of discourse (*what the discourse is about*): capturing social activity & topic with differentiations of generality, specificity or granularity in lexis

- The **TENOR** of discourse (*role relationship between addresser & addressee*): concerning the nature of participants & the relationships between them in terms of social power, distance & emotional charge

- The **MODE** of discourse (*medium of the interactive process of language*): referring to both channels (spoken or written) & the degree to which potential or real participation is allowed for between writer & reader (which can be simple or complex)

2. TEXT FUNCTION

According to House (1981):

- a text = an occurence taking place in a situaltion considered to be unique

- The function of a text:

+ the application or use which the text has in the particular context of situation

+ the sum total of all the linguistic and non-linguistic components that enter into the production and reception of the text

- A thorough analysis of a text along with specific dimensions of situation can display the functional characteristics of that text.

→ a yardstick for assessing the quality of TT

V. OVERT TRANSLATION VS COVERT TRANSLATION

OVERT TRANSLATION	COVERT TRANSLATION
1. An overt translation reads like a translation.	1. A covert translation reads like an original (not a product of translation).
2. An overtly translated text is not meant to be the same as ST (although it still refers to ST).	2. Covert translation enjoys the status of being an original text in the target culture.
3. The receptors of TT are not directly addressed.	3. Covert translation is directly addressed to a TL culture audience.
4. Overt translation is tied to source language & culture.	4. A cultural filter is inserted between the original & the translation.
5. The work of the translator is significant & visible.	5. The translator is less visible (or totally absent from view).
6. The translator's task is to give target culture members access to the ST & its impact on source culture members.	6. Aiming at functional equivalence, the translator's task is to "betray" ST & hide behind its transformation.
7. The original text & its overt translation are to be equivalent at the levels of language/text, register as well as genre.	7. While the original may be manipulated at the levels of language / text & register, equivalence can be achieved at the levels of genre & individual textual function.
8. Involving political, literary, religious texts, written products of a particular culture...	8. Involving scientific texts, manuals, information booklets, non-culture-specific /anonymously produced texts.....

VI. TRANSLATION ASSESSMENT MODEL – HOUSE'S TQA MODEL

- Based on Hallidayan systemic-functional theory, speech act theory, pragmatics, discourse analysis...

- The analysis & comparison between ST & TT on 3 levels:

+ **LANGUAGE / TEXT**

+ **REGISTER** (field + mode + tenor): capturing the connection between texts & their "microcontext"

+ **GENRE**: connecting texts with the "macrocontext" of the linguistic & cultural community where texts are embedded

- EQUIVALENCE = the fundamental criterion of translation quality

- **Analyzing the situational dimensions of ST** and **looking at TT** to find if there is any mismatch along the dimensions

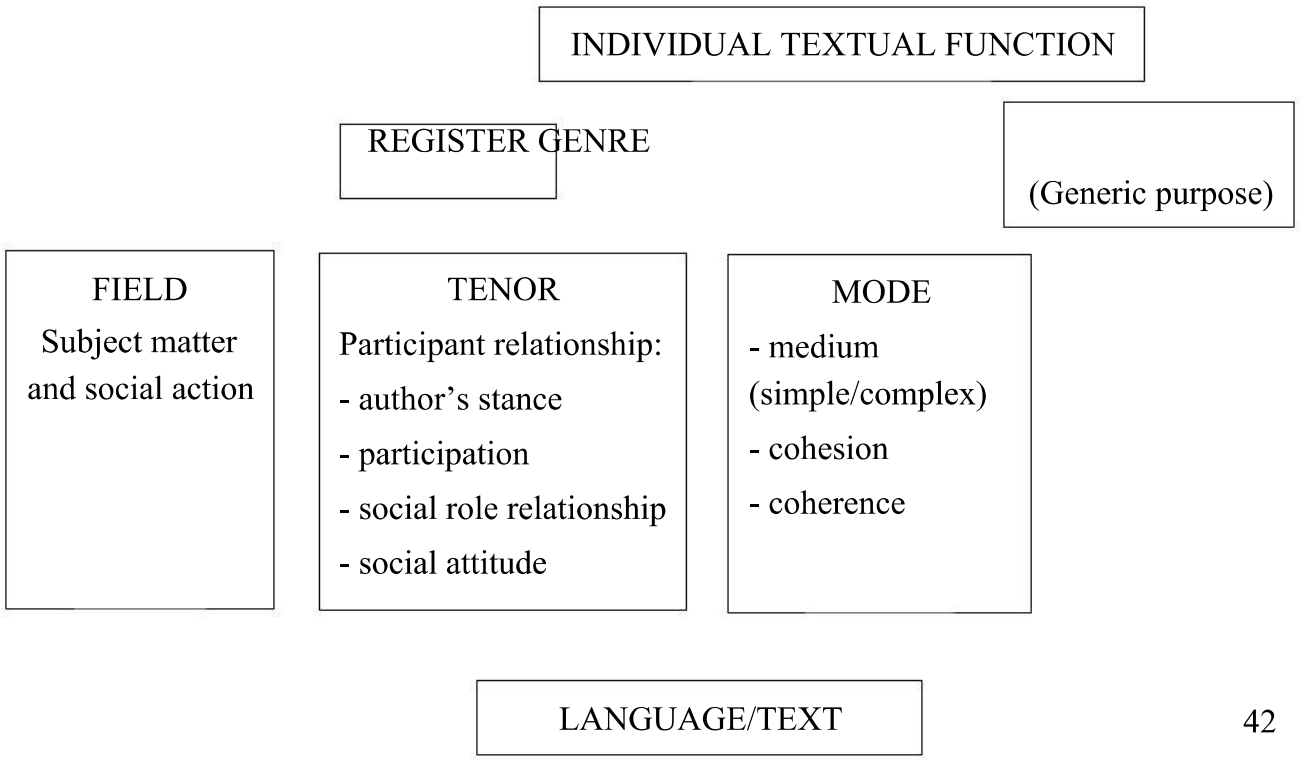
- 2 kinds of errors:

+ **covertly erroneous errors**: mismatch between the provenance and stance of the writer and that of the translator

+ **overtly erroneous errors**:

- Not translated
- Slight change in meaning
- Significant change in meaning
- Distortion of meaning
- Breaches of the TL norms (clear ungrammaticality / dubious acceptability)

Scheme for analyzing & comparing ST & TT (House, 2006)



1. Doing a register analysis to get ST profile

2. Describing ST genre realized in register

3. Giving a statement of function to ST related to ideational & interpersonal meaning

4. Treating TT in the same way (as mentioned above)

5. Comparing the 2 text profiles to produce a statemet about their equivalence in terms of the genre & the situational dimension of the genre & register (with the errors being categorized into "overtly erroneous" & "covertly erroneous")

6. Proiding a statement of quality with reference to the translation result

7. Categorizing the result into: overt/covert translation

SOURCE/TARGET TEXT PROFILE

FIELD	
Subject matter	*Social action*

TENOR		
Author's provenance & stance	*Social role relationship*	*Social attitude*
- Temporal, geographical, social provenances - Intellectual, emotional, affective stance (personal viewpoint)	- Symmetrical - Asymmetrical	- Formal - Consultative (neutral) - Informal

MODE	
Medium Participation	
- Simple (spoken / written) - Complex (ex: written to spoken...)	- Simple (ex: in a monolof with no addressee participation) - Complex

(SOURCE / TARGET) TEXT	
Genre Function	
...	Ideational / Interpersonal

SOURCE TEXT PROFILE			TARGET TEXT PROFILE		
FIELD Subject matter: ...		Y/N	FIELD Subject matter: ...		Y/N
	Social action: ...	Y/N		Social action: ...	Y/N
TENOR	Author's provenace & stance: (Writer)	Y/N	TENOR	Author's provenace & stance: (Writer)	Y/N
	Social role relationship: ...	Y/N		...	Y/N
	Social attitude: ...	Y/N		Social attitude: ...	Y/N
MODE Medium: ...		Y/N	MODE Medium: ...		Y/N
	Partcipation: ...	Y/N		Partcipation: ...	Y/N
GENRE	...	Y/N	GENRE	...	Y/N
FUNCTION	...	Y/N	FUNCTION	...	Y/N

GAP-FILLING

1. In **covert** translation which aims at true **functional** equivalence, the work of the translator is not seen explicitly.

2. As the **mentalist** approach regards meaning as a concept in the head of language users, translation is hence likely to be **intuitive**.

3. Semantic, **pragmatic** & textual meanings are considered to be of prime importance in the construction of a text.

4. The **tenor** of discourse captures formal, informal or **consultative** styles.

5. **Genre** enables one to refer any single text to a certain class of texts with which it shares a common purpose.

6. A translation quality assessment system is **reliable** if assessors' decisions are consistent under the same conditions.

7. **Functionalists** places emphasis on the purpose of a translation and tends to overlook the role of the ST.

8. Overtly erroneous errors result from either **mistranslation** or breaches of the TL system.

9. Functionalistic scholars tend to evaluate the quality of a translation through the lens of the **skopos** theory.

10. According to Halliday, the textual function of language is about maintaining the **unity** of a text through the linkage system of the language.

11. Some factors that shape the way sentences of a text can be understood include the **situational** constraints as well as the intention of the participants.

12. **Overt** translation usually consists of texts whose content is of a **religious** or literary nature.

13. In the approach based on **literature**, the assessment of a translation focuses on its forms and functions inside the receptor culture system.

14. Expressed through the **interpersonal** function of language, tenor reflects the social relationship between the addresser and addressees in the discourse.

15. From the perspective of **behaviorists**, a good translation is expected to elicit a response which is equivalent to the manner in which the ST receptors respond to the original.

TRANSLATING

<THE ESSENTIALS>

I. IMPORTANT CONSIDERATIONS

1. Author's intentions

- The author's intention is not always crystal-clear.

- A good translator is expected to be loyal to what the original author intends to convey.

Ex: "During the past year, we have already sold 50.000 items." (taken from a business report)

→ Trong năm qua, chúng tôi bán được 50.000 sản phẩm (1)

→ Chỉ trong một năm vừa qua, số lượng sản phẩm chúng tôi đã bán được lên đến con số 50.000. (2)

(Câu (2) nhấn mạnh đến thành tựu mà họ đạt được nhằm mục đích quảng bá sản phẩm)

- Một số người dịch tương đối có kinh nghiệm đôi khi cũng bị "sa bẫy" bởi cách hành văn hoặc cách sử dụng từ của tác giả. Vẫn là vấn đề nắm được ý đồ của người viết (the intention of the author). Điều cơ bản thường dẫn chúng ta đến chỗ nắm không đúng ý đồ của tác giả là: chúng ta chạy theo dòng chảy của từ, chứ chưa theo dòng chảy của tư duy của tác giả (to follow the line of words rather than the line of thought). Điều này có thể dẫn đến lời dịch bị bóp méo so với nguyên bản.

2. Translator's intentions

- No matter how "loyal" translators are, they cannot totally escape from themselves in terms of langauge, style and other idiosyncratic features.

- When working on a text, a translator has to deal with...

+ Cultural differences

Ex: "Trâu chậm uống nước đục" → "The early bird catches the early worm."

+ Linguistic differences: Translators should try to get the message written in SL structures and then re-express the idea, using TL grammar.

Ex: "We stayed there for three days and I was offered more kindness than I was willing to accept." → "Chúng tôi đã ở lại đó ba ngày, và người ta đã đối xử với tôi tốt hơn những gì tôi tưởng tượng." (Có thể là positive / negative)

+ Different meanings behind lexical items

Ex: the denotational and connotational meaning of "pub" in E and V. Denotational (nghĩa thực tế, nghĩa theo từ điển): E và V giống nhau. Connotational (nghĩa theo cảm nhận, xuất hiện trong đầu khi nghe thấy): E thì "neutral/positive", V thì "negative)

II. NOTES FOR TRANSLATORS

1. Proper names

- Generally, proper names are untranslatable and not to be translated.

- When it comes to the name of countries, translators should consider familiar terms commonly used by the community of target readers.

Ex: the Netherlands, Belgium, London, Shanghai, Taipei... → V?

2. Special culture

3. Reference and ambiguity

1. The Venice-Simplon Orient-Express is one of the world's greatest railways. Not only does it get there, but it does it in style.

→ Chuyến tàu tốc hành phương đông Venice-Simplon là một trong những chiếc tàu lớn nhất. Không chỉ lớn, nó còn rất sang trọng.

2. It has been said that if society wishes to show you its contempt, it first ignores you; then if this does not succeed, it laughs at you; and finally, if all else fails, it attacks you.

→ Người ta cho rằng, nếu xã hội muốn khinh khi bạn thì trước hết, họ sẽ phớt lờ bạn, sau đó, nếu nó không hiệu quả, họ sẽ cười vào bạn, và cuối cùng, khi tất cả đều thất bại, họ sẽ tấn công bạn.

3. Usually, children who are most punished are often the most disobedient. It may be that they are punished because they are disobedient, but careful study does not seem to bear this out.

→ Thông thường, những đứa trẻ bị phạt nhiều là những đứa trẻ không vâng lời. Có thể chúng bị phạt là do chúng không vâng lời, nhưng chưa có nghiên cứu nào xác minh điều đó.